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ABSTRACT

This bibliography contains annotations of reports, reviews, and other documents on instructional television indexed and available through the Educational Resources Information Center (ERIC). This paper serves as an update to two earlier papers published by the ERIC Clearinghouse on Information Resources in 1972 and 1973. Coverage includes children and television, influencing skills and attitudes, policy and funding, programing research and evaluation, and satellite and cable systems. The general effects of television, television for adults, bilingual education, and television in a foreign setting are also covered. (Author/HAB)

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Instructional Television: The Best of ERIC 1974-1975

Warren F. Seibert

July 1976

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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EDITOR'S NOTE

This bibliography contains annotations of reports, reviews, and other documents on instructional television indexed and available through ERIC (Educational Resources Information Center). This paper serves as an update to two earlier papers published by the ERIC Clearinghouse at Stanford: *Instructional Television: The Best of ERIC. 1972* (ED 062 830, 34 pages) and *Instructional Television: The Best of ERIC. 1973* (ED 082 535, 27 pages), both by Warren F. Seibert.

Documents with ED numbers listed in this publication may be ordered from ERIC according to the price chart at the conclusion of the paper.

Readers who know of reports on instructional television that are not now indexed and available through ERIC are encouraged to submit them to the ERIC Clearinghouse on Information Resources. For complete information on submitting materials to ERIC, write: Director of Acquisitions, ERIC Clearinghouse on Information Resources, SCRDT, Stanford University, Stanford, California 94305.

Dr. Warren F. Seibert, who chose and compiled the annotations and wrote the introduction for this paper, is with the Measurement and Research Center at Purdue University.

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INTRODUCTION

The instructional uses of television--and it is troublesome but true that in some sense all uses thus qualify--have developed impressively since a quarter century ago, when educators first took note of television and began to experiment and seek roles for it. No one then foresaw television's rapid spread, a spread that involves not only geography but forms or styles and influence as well. Thus, television today is not just everywhere. It is also doing, attempting to do, or perceived as doing all manner of things. And in the process it is using a wide array of methods, strategies, and technical arrangements, with still others certain to come.

Seen through the eyes of an optimist these developments can appear a success story with few parallels in history. Imagine, within a quarter century a global television society has been created and, by individual choices, includes a population which now numbers in the hundreds of millions, if not billions. Moreover, some within this society can hardly distinguish between their television and their lives. They use the medium gullibly and to excess. Television has reached the point where it affects people's lives in ways that were once reserved for long established, major social institutions. And television's particular far-reaching effects upon the young, whose personalities are the most quickly and profoundly affected, remain largely a mystery.

Thus, not all of television's developments fit a pattern of success and clear promise. Instead, the medium has failed to live up to certain hopes and expectations. It has become a source of unwanted main and side effects. And possibly the most serious of all it has pointed up our own failures to gauge well and to anticipate such effects. We still understand the medium only superficially.

It might therefore be said that the development of television and its roles provides a story with important parallels to that other prominent technology which originated during the same earlier era, atomic energy. Both have proliferated quickly, both are unquestionably potent, and as a result, both require the most thoughtful policies and stewardship. Both are attractive for their many potential benefits and alarming for their dangers, and we are destined to spend our lives with both whether or not we learn to use them wisely.

The foregoing provides a perspective for considering television research generally and instructional television research in particular. Such research is clearly essential, and a great deal of it, too, if we are to learn enough to guide the wise use of this revolutionary medium. Some progress is being made, as we think the contents of the following pages will confirm. But the remaining tasks and responsibilities belong among the most difficult ones.

About This Paper's Structure

The abstracts were sorted into nine categories (plus OTHER) on the basis of two principal considerations. First, I have some feeling for the several communities of interest that our colleagues represent and I tried to arrange annotations so that each of these communities could find information it might want. Secondly, I performed what is sometimes called an "eyeball cluster analysis," i.e., a purely subjective set of judgments for the purpose of maximizing both the homogeneity within clusters and the "distances" between clusters.

Probably the best justification can be given for the first cluster, CHILDREN AND TELEVISION, since so many people express a primary interest in this topic. These abstracts seem generally to reflect interests that encompass the full breadth of childhood, of TV uses, and of its effects; and furthermore, much good work is done in this field. The second topic, INFLUENCING SKILLS AND ATTITUDES, comes close to being a "school television" category, but that label could not accomodate the main thrust of certain publications which otherwise belonged. POLICY AND FUNDING would seem to speak for itself.

The PROGRAMING RESEARCH AND EVALUATION category has much formative and summative work within it, but I broadened it to accomodate other studies, such as Danowski's, Krull's, and Mielke's. SATELLITE AND CABLE SYSTEMS is included primarily because there appears to be a fair-sized community of individuals with major interest in these systems and their development. TELEVISION EFFECTS, GENERAL was needed to catch those publications which were left over from INFLUENCING SKILLS AND ATTITUDES and PROGRAMING RESEARCH AND EVALUATION. TELEVISION FOR ADULT AUDIENCES has a justification like that of SATELLITE AND CABLE SYSTEMS--a distinct audience exists for reports on the topic.

The BILINGUAL EDUCATION category reflects much interest in this area, but has only two unique entries. Finally, the TELEVISION IN A FOREIGN SETTING category is one that has seemed especially interesting to me for some years now, and

also to others in the field. I believe it is justified by what it can uniquely provide by way of natural experiments and schemes which from our rather parochial view can be too easily overlooked.

- Warren F. Seibert

CHILDREN AND TELEVISION

Ball, Laurie A. *Study of the Effects of "Sesame Street" and "Polka Dot Door" on Preschool Children.* April 1974. 83pp. ED 105 970.

A study was designed to determine whether children's intelligence scores and their parents' attitudes toward preschool television programs affected the children's reactions to "Sesame Street" and "Polka Dot Door." Results of parental response to a questionnaire and observation of the children's behavior before, during, and after viewing the two programs indicated that: (1) the effect of television was significant and created a more parallel pattern across behaviors in the case of "Sesame Street"; (2) parents' positive attitudes toward television did not correlate significantly with children's overt reactions; and (3) the theory that the more intelligent the child, the more quantitatively he or she will react to the television was accepted for "Sesame Street" but rejected for "Polka Dot Door." The report includes a review of the literature.

Ball, Samuel, and others. *Reading with Television: An Evaluation of The Electric Company. A Report to the Children's Television Workshop. Volumes 1 and 2.* New York: Children's Television Workshop; Princeton, New Jersey: Educational Testing Service, February 1973. 200pp. ED 073 178.

These two volumes provide an evaluation of "The Electric Company's" first year of broadcasting. Included in Volume 1 are sections on the evaluation method, results, and a summary of project activities and future research. Sample questionnaires are included in the appendix. Volume 2 gives the supporting data for the study.

Berkman, Dave. *Descriptions of Children's Television Series Produced Under the Emergency School Aid Act (P.L. 92-318).* Washington, D.C.: Bureau of School Systems, Division of Equal Educational Opportunity Program Operations, 1974. 9pp. ED 108 667.

This paper lists and describes twelve separate educational television program series of varying lengths. A fact sheet explains the production and evaluation of the public service spot announcements which inform young viewers that these shows can be seen on the Public Broadcasting Service network.

Cagno, Dick, and Joe E. Shively. *Children's Reactions to Segments of a Children's Television Series. Technical Report Number 34.* Charleston, West Virginia: Appalachia Educational Laboratory, June 1973. 30pp. ED 093 357.

An observational evaluation study coded 3-, 4-, and 5-year old children's responses to and behavior during daily TV lessons. The program, "Around the Bend," had a format paced to permit children to respond to instructions. A number of different programing techniques were used. The study found that providing interesting and appealing programing seems to be based upon variety and short segments.

Children's Television Workshop Annual Report 1973. New York: Children's Television Workshop, September 1973. 40pp. ED 088 428.

An open letter from the president of the Children's Television Workshop (CTW) summarizes the Workshop's previous successes, it goals, and its financial situation and difficulties. The major elements of CTW's research and development laboratory and the successes of "Sesame Street," both in the United States and abroad, are reviewed. Details documenting the classroom impact of "The Electric Company," the ultimate impact of the community education services offered by CTW, and the extension of the curriculum through other non-broadcast media also are discussed.

The Children's Television Workshop; How and Why It Works. Final Report. Jericho, New York: Nassau County Board of Cooperative Educational Services, 1973. 219pp. ED 086 203.

The organizational principles which CTW used to provide leadership, to develop functional relationships among the segments of a large-scale enterprise, and to harness research to creative ends are illustrated.

Cooney, Joan Ganz. *Children's Television Workshop. Progress Report.* New York: Children's Television Workshop, August 1974. 13pp. ED 095 892.

During July through September of 1973 the Children's Television Workshop (CTW) evaluated old material and planned new programing. A nationwide research study indicated that "The Electric Company" was watched by 3.5 million students. The series meets its reading instruction objective. No general changes in its curriculum were planned, but there were to be some changes in emphasis. "Sesame Street's" new programing was to give fuller treatment to the bilingual/bicultural area, as well as to emotions and feelings.

Cosgrove, Michael, and Curtis W. McIntyre. *The Influence of "Misterogers Neighborhood" on Nursery School Children's Prosocial Behavior.* Paper presented at the Southeastern Conference of the Society for Research in Child Development, Chapel Hill, North Carolina, March 1974. 15pp. ED 097 974.

The impact of "Misterogers Neighborhood" on nursery school children's prosocial behavior was assessed. Two hypotheses were tested: (1) that children who viewed several "Misterogers Neighborhood" programs would evidence more prosocial behavior than would nonviewers, and (2) that young viewers would show an increase in prosocial behavior greater than that shown by older viewers. The results indicated that children viewing network programing designed to teach prosocial behavior can benefit by viewing. However, no support was obtained for the second hypothesis.

Ellis, E.N., and others. *The Impact of "Sesame Street" on Primary Pupils in Vancouver.* British Columbia: Vancouver Board of School Trustees, Department of Planning and Evaluation, July 1972. 34pp. ED 077 988.

Questionnaires were directed to parents of children in eight kindergartens and to 34 elementary school principals in Vancouver to determine with what regularity the children viewed "Sesame Street" and "The Electric Company," and the impact of these programs on learning. A comparison of test scores revealed that regular viewers of "Sesame Street" had superior knowledge and understanding of letters, words, numerals, quantities, and shapes. Their teachers claimed that the regular viewers had derived other important benefits, such as observational skills, more awareness of their surroundings, broader interest, greater sensitivity and consideration for others.

Felsenthal, Norman A. *Sesame Street: Socialization by Surrogate.* Paper presented at the Speech Communication Association Meeting, Chicago, Illinois, December 30, 1974. 11pp. ED 105 987.

Portions of "Sesame Street" programs which contribute to children's learning of socially acceptable attitudes and behaviors were examined in detail. Comparisons were made between "Sesame Street" programs aired during the initial 1969-70 season and a sampling of more recent program segments.

Liebert, Roland J. *"The Electric Company" In-School Utilization Study. Volume 2: The 1972-73 School and Teacher Surveys and Trends Since Fall 1971.* Tallahassee: Florida State University, Institute for Social Research; Durham, North Carolina: Research Triangle Institute, Statistics Research Division, October 1973. 238pp. ED 094 775.

This second-year study of in-school use of "The Electric Company" television series provides information on the technical capabilities of schools to use television, on applications of educational television, and on the attitudes of students, teachers, school administrators, and the educationally-involved public toward television as an instructional medium. The results of three mailed surveys of elementary school principals and teachers showed that in-school utilization expanded considerably in most areas of the nation, with the series being used by an increasingly diversified range of schools.

MacDonald, Margery A. *Evaluation of ITV: Electric Company Pilot. Research Report Number 7210.* Syracuse, New York: Syracuse City School District, May 1972. 17pp. ED 090 955.

Specific objectives were to find ways to measure: (1) the degree to which the media presentation's objectives were being met, and (2) the appeal of the show, as judged by viewers' attention. The study involved five intermediate grade level educable mentally retarded (EMH) students who viewed three segments of "The Electric Company." The results were inconclusive, due to small sample size and the sophistication of the viewers vis-a-vis the show.

Palmer, Edward L. *The Deer and the Duck.* New York: Children's Television Workshop, 1973. 6pp. ED 078 938.

This response to the criticism of "Sesame Street" by Herbert A. Sprigle in the December 1972 issue of *Childhood Education* maintains that Sprigle misconstrued and misrepresented the program's mandate and objectives, and that the design and reporting of his study are so flawed that his conclusions are virtually meaningless.

Searcy, Ellen, and Judith E. Chapman. *The Status of Research in Children's Television.* Washington, D.C.: Interagency Panel on Early Childhood Research and Development, January 1972. 142pp. ED 086 355.

To provide a synthesis of the status of research on children's television that could be used as an information base for planning purposes, an outline of critical television research topics which need further investigation was compiled from an analysis of major reference documents and personal interviews. Selected state-of-the-art documents also were reviewed. A comparison is made between research needs and research activity.

Singer, Dorothy G., and Jerome L. Singer. *Family Television Viewing Habits and the Spontaneous Play of Pre-School Children.* Paper presented at the American Psychological Association Meeting, New Orleans, Louisiana, August 30-September 3, 1974. 21pp. ED 101 855.

This research study examined ways in which exposure to a children's television show, "Misterogers Neighborhood," would enhance the spontaneous imaginative play of children after several weeks. The first phase of the project involved a comparison of three groups of preschool children in a day care center and regular meetings with parents to obtain data on television viewing habits and on parents' attitudes toward sex role in child rearing and toward personal and social self-worth. The second phase of the investigation involved observing the children during the "Misterogers" programs to see what kinds of materials held their attention. Intervention procedures included the establishment of parent groups that met through the following year to provide help in learning to use the television medium more effectively. Findings for each phase of the project and its implications are presented.

Singer, Jerome L., and Dorothy G. Singer. *Enhancing Imaginative Play in Preschoolers: Television and Live Adult Effects.* 1974. 38pp. ED 100 509.

A study explored the possibility that exposure to the "Misterogers Neighborhood" program might increase the likelihood of spontaneous imaginative play in preschool children who watched the program over a period of two weeks. The investigation was to determine whether a well-produced professional program would be more effective in enhancing imaginative play than instruction from a live adult. Results suggest that children in the 3- to 4-year old age group remain most susceptible to influence by a concerned adult in their presence. It is likely that television's pro-social or optimal cognitive benefits may have to depend on some mediation by an adult.

Starkey, John D., and Helen Lee Swinford. *Reading? Does Television Viewing Time Affect It?* De Kalb: Northern Illinois University, 1974. 12pp. ED 090 966.

Some 226 fifth and sixth graders were the subjects of this study to correlate amount of television viewing and reading scores. Researchers found that (1) the average viewing time per week for girls was 28 hours and for boys 30 hours; (2) better readers watched less television than poor readers; and (3) no relationship was shown between a child's access to a private television and his or her viewing time or reading ability. The report discusses other studies of the influence of television on children and concludes that a child should be taught to be a discriminating television viewer.

A Study of the Messages Received by Children Who Viewed an Episode of "The Harlem Globetrotters Popcorn Machine." New York: Child Research Service, Inc.; Columbia Broadcasting System, Inc., Office of Social Research, April 1975. 75pp. ED 108 697.

Some 687 children, aged 7 through 11, were interviewed to determine the extent to which "The Harlem Globetrotters Popcorn Machine" television programs communicated pro-social messages. Among the findings were: (1) overall, 87 percent of the children received one or more specific pro-social messages; (2) older children (10-11) were more likely to play back at least one pro-social message than were younger children (7-8), and middle class children were more likely to do so than lower class children;

(3) reception of pro-social messages was not related to frequency of viewing the "Globetrotters"; and (4) "slippage" was indicated by the fact that 35 percent of the children inaccurately stated that the "Globetrotters" taught them to play basketball or to spell.

Thomas, Sally A. *Violent Content in Television: Effect of Cognitive Style and Age in Mediating Children's Aggressive Responses.* Paper presented at the American Psychological Association Convention, Honolulu, Hawaii, September 2-3, 1972. 2pp. Available from American Psychological Association, 1200 17th Street, Washington, D.C. 20036. ED 072 845 (microfiche only).

Results of this study investigating the impact certain cognitive styles have in mediating the influence of aggressive television on young boys supported the premise that the effect of TV exposure depends not only on the content but also on the child's cognitive style and way of responding to the environment in general. Younger children were found to be significantly more aggressive than older children, and the level of cognitive functioning was more differentiated, organized, elaborated, and articulated as a function of maturity.

INFLUENCING SKILLS AND ATTITUDES

Chu, Godwin C., and Wilbur Schramm. *Learning from Television: What the Research Says. Revised Edition.* Washington, D.C.: National Association of Educational Broadcasters; Stanford, California: Stanford University, Institute for Communication Research, 1975. 135pp. Available from National Association of Educational Broadcasters, 1346 Connecticut Avenue, N.W., Washington, D.C. 20036 ($4.00 members, $6.00 non-members). ED 109 985.

This broad survey examines a variety of aspects relating to television's effectiveness in the classroom. An introductory essay identifies significant trends that have emerged since the original publication of this report in 1967. Sections cover (1) the generalized effects of TV on pupil learning; (2) what has been learned about the efficient use of TV in a school system; (3) analysis of 30 variables important to the effectiveness of television teaching; (4) staff and student attitudes toward television use; and (5) educational television in developing nations. The effectiveness of instructional radio and other media in the learning process is also briefly considered.

Cosgrove, Michael. See CHILDREN AND TELEVISION.

Ellis, E.N. See CHILDREN AND TELEVISION.

Hornik, Robert C. *Television, Background Characteristics and Learning in El Salvador's Educational Reform.* Stanford, California: Stanford University, Institute for Communication Research, April 1974. Paper presented at the American Educational Research Association Meeting, Chicago, Illinois, April 15-19, 1974. 19pp. ED 089 678.

The use of instructional television (ITV) as part of an educational reform in grades 7, 8, and 9 in El Salvador had a positive effect upon learning, despite inequities in cognitive skills related to student background and inequities in resource distribution. In addition, students in schools using ITV showed greater achievement than their counterparts in schools without ITV. These results ran counter to findings in the United States where background factors continue to dominate over innovations.

Klees, Steven J. *Television and Other Determinants of Scholastic Achievement in Mexican Secondary Education.* Stanford, California: Stanford University, Institute for Communication Research, April 1974. Paper presented at the American Educational Research Association Meeting, Chicago, Illinois, April 15-19, 1974. 64pp. ED 090 937.

Research was conducted to compare the efficacy of the Mexican Telesecundaria (TS) system, which used instructional television (ITV), with that of the Ensenanza Directa (ED), which employed traditional instructional techniques. Results indicated that ITV had a significant positive effect on achievement; this effect was sufficiently strong to overcome other disadvantages associated with the TS system, such as larger class size and adverse student background factors. In addition, the costs of the TS system were 25% lower than those of the ED. It was concluded that it was technically and economically feasible to implement the TS system.

Liebert, Roland J. See CHILDREN AND TELEVISION.

Nolan, Jeanne, and John Gross. *Mulligan Stew; An Evaluation of the Television Series*. Columbia: Missouri University, Extension Education Department, February 1975. 23pp. ED 105 889.

To evaluate the effects of the public television series on nutrition, "Mulligan Stew," a survey was conducted of 4332 fourth, fifth, and sixth grade students in four areas of Missouri. Comparisons were made between teacher-reinforced lessons and no reinforcement, and children were questioned whether they believed additional programs would be helpful. Children who watched the program at school scored higher in posttest nutrition knowledge; girls scored higher than boys, and fourth and sixth graders higher than fifth. Teacher reinforcement significantly increased nutrition knowledge. Both teachers and students evaluated the series positively.

Reich, Carol, and Alan Meisner. *A Comparison of Colour and Black and White T.V.* Ontario: Toronto Board of Education, Research Department, October 1972. 33pp. ED 072 655.

While previous studies on the relative effectiveness of color vs. black-and-white television concentrated on the factual retention of subject matter, this study was designed to thoroughly analyze subjective attitudes as well. Researchers tested 12 seventh grade classes at experimental Toronto schools. The study found that there was little evidence that color was a different instructional medium than black-and-white. The data suggested that color may reduce the value of the spoken word, making color a valuable medium when the material to be taught involves visual experience or a dramatic event.

Report of Television Multi-Channel System in Lincoln Heights Elementary School Progress Report. Cincinnati, Ohio: WCET-TV, September 1973. 27pp. ED 084 844.

A comprehensive television and videotape system was installed in the elementary school in Lincoln Heights, Ohio to improve the academic performance of the school's students, who previously had been underachieving. The program was flexible, teacher controlled and attracted staff commitment. Existing shows and teacher-designed programs were used as integral parts of the instructional effort. Preliminary test results indicated significant improvement in student achievement, particularly in language arts.

Salomon, Gavriel. *Annual Report of the First Year of Research on Cognitive Effects of Media*. Israel: Hebrew University of Jerusalem, September 1974. 13pp. ED 105 969.

This paper discusses the rationale for a cross-cultural (Israeli-American) study to examine: (1) the extent to which exposure to television has an effect on children's mastery of cognitive skills; and (2) the extent to which activities of "encoding" (activities through which children communicate their ideas via television or film) have instructionally desirable effects on the mastery of cognitive skills. Two versions of an experimental film and a battery of measures were developed as part of the study.

Singer, Dorothy G., and Jerome L. Singer. See CHILDREN AND TELEVISION.

Singer, Jerome L., and Dorothy G. Singer. See CHILDREN AND TELEVISION.

Stein, Aletha Huston, and Lynette Kohn Friedrich. *Prosocial Television and Young Children's Behavior: Learning from Prosocial Television; Effects of Rehearsal on Performance Measures*. Paper presented at the American Psychological Association Convention, New Orleans, Louisiana, August 30-September 3, 1974. 16pp. ED 103 113.

Two studies investigated the impact of prosocial TV programs and rehearsal techniques on children's learning or acquisition of program content and on performance of behavioral adoption. Subjects were 73 kindergarten boys and girls who saw four "Misterogers" programs or four neutral programs on consecutive school days, followed by 15-20 minute training sessions. Two types of rehearsal were explored for children who saw the prosocial programs: verbal labeling and role playing. In the second study, a measure was taken of the children's inclination to engage in helping behavior in an experimentally controlled classroom situation. Findings indicated: (1) Both types of training (verbal labeling and role playing) following prosocial television enhanced learning and performance of prosocial content; (2) Verbal labeling had the greatest impact on verbal measures, particularly learning for girls; (3) Role playing was more effective, particularly for boys, in facilitating the performance of nonverbal helping behavior; and (4) The combined training condition often led to elevated scores for both sexes.

A Study of Messages Received by Children Who Viewed an Episode of "The Harlem Globetrotters Popcorn Machine." See CHILDREN AND TELEVISION.

Tate, Eugene D., and Stuart H. Surlin. *A Cross-Cultural Comparison of Viewer Agreement with Opinionated Television Characters*. Paper presented at the International Communications Association Meeting, Chicago, Illinois, April 1975. 12pp. ED 106 884.

To test the relationship between dogmatism and agreement with the television character Archie Bunker among adult Canadians, researchers hypothesized that highly dogmatic Canadians would demonstrate the same identification with Archie Bunkder that highly dogmatic viewers from the U.S. demonstrate, and that Canadians would not view "All in the Family" as being true to life. Two random samples were drawn from adults in two university communities--Saskatoon, Saskatchewan, and Athens, Georgia. Both hypotheses were confirmed.

Thomas, Sally A. See CHILDREN AND TELEVISION.

POLICY AND FUNDING

Compensation for TV College Studio Teaching and Supporting TV Instruction, Appendix B.3. Chicago, Illinois: Chicago City Colleges, Learning Resources Laboratory, 1974. 5pp. ED 091 028.

This excerpt from "Agreement" 1973-1975 outlines the two-year contract between the Board of Trustees of Community College District No. 508, County of Cook and State of Illinois, and the Cook County Teachers Union.

Evaluation of the Market for Instructional Television and the Effects of Changes in the Communications Industry. Current and Potential Use of ITV. Final Report. Volume 1. Princeton, New Jersey: Mathematica, December 1973. 152pp. ED 100 300.

This study to develop information for the Department of Health, Education and Welfare concluded that the role of ITV in secondary schools is expected to remain limited in the near future. However, it has an important role to play in the home where real incentives exist for purchase of video-delivered education, especially in continuing and adult education. Success in attempts at implementation will depend upon the extent of coordination achieved among educators in a research, advisory, and evaluative role; producers in a creative and distributive role; and institutions in an accrediting and certification role. The report makes a number of recommendations for implementation.

Evaluation of the Market for Instructional Television and the Effects of Changes in the Communications Industry. Delivery Systems. Final Report. Volume 2. Princeton, New Jersey: Mathematica, December 1973. 246pp. ED 100 301.

This volume of a study for the Department of Health, Education and Welfare provides a detailed description of alternative delivery systems. It analyzes the different technical capabilities and component costs of a variety of distribution system configurations, including cable television, pay television, closed-circuit television, video disc, video tape, UHF broadcasts, microwave systems, satellite systems, and computer-assisted instruction systems. A basis for cost comparison is described. The report notes that although the technology described exists, much of it has not gone beyond the demonstration stage.

Morris, Charles R., and others. *Public Access Channels: The New York Experience.* New York: Center for Analysis of Public Issues, CATV Project, March 1972. 64pp. ED 089 706.

A New York City cable television (CATV) project carried out by the Center for Analysis of Public Issues for the Fund for the City of New York attempted to analyze and determine what might be done to encourage the development of public access television, i.e., CATV channels allocated for use by the public. The report concludes that broadly-based usage will occur only if (1) greater audience penetration is achieved; (2) viewers adopt interactive rather than passive attitudes toward CATV; and (3) better technical equipment and financing are obtained.

Kressel, George W., and others. *The Future of Educational Telecommunication; A Planning Study*. Columbus, Ohio: Battelle Memorial Institute, Columbus Laboratories, 1975. 130pp. Available from Lexington Books, D.C. Heath and Company, 125 Spring Street, Lexington, Massachusetts 02173 ($11.00). ED 105 876.

The status and goals of educational broadcasting were examined by surveying the literature and broadcast facilities in order to help plan for the future of ETV. A summary predicts less formal education support for public broadcasting and suggests ways this might be affected. Appendixes list stations and groups contacted.

PROGRAMING RESEARCH AND EVALUATION

Barrington, Harold. *The Instructional Effectiveness of Television Presentation Techniques*. Ormskirk, England: Edge Hill College, Centre for Instructional Communications, January 1972. 19pp. ED 097 916.

Closed circuit television equipment was used to produce two versions of a program on the psychology of learning for use with student teachers. Program A was designed in accordance with the suggestion that the more a presentation approximates reality, the more effective it will be. The theory behind Program B was that a presentation will be more effective if the information is "precompressed" before transmission. The findings indicated that the "precompressed" procedure was more effective than the "realism" procedure.

Brooke, Martha L., and others. *A Team Approach to Developing an Audiovisual Single-Concept Instructional Unit*. Bethesda, Maryland: American Physiological Society, July 1974. 8pp. ED 102 967.

In 1973 the National Medical Audiovisual Center undertook the production of several audiovisual single-concept teaching units. This paper describes the procedure used in producing one of these units, "Left Ventricle Catheterization." The systematic team approach to instructional media development was judged an effective strategy for media production, since it required a pooling of the varied talents of team members.

Cagno, Dick. See CHILDREN AND TELEVISION.

Danowski, James A. *Alternative Information Theoretic Measures of Television Messages: An Empirical Test*. Paper presented at the Association for Education in Journalism Meeting, San Diego, California, August 18-21, 1974. 30pp. ED 096 686.

This research examines two information theoretic measures of media exposure within the same sample of respondents and examines their relative strengths in predicting self-reported aggression. The first measure is the form entropy (DYNUFAM) index of Watt and Krull, which assesses the structural and organizational properties of specific television messages, and the second is a content entropy measure developed by the author, which indexes the entropy of respondents' exposure to categories of television programs. The results of the analyses, compared by using linear analysis models, indicate that the form entropy measure has higher predictive power than the content entropy measure in relationships with aggression.

Flaugher, Ronald L., and Joan Knapp. *Report on Evaluation Activities of the Bread and Butterflies Project*. Princeton, New Jersey: Educational Testing Service, October 1974. 103pp. ED 097 921.

An evaluation of the "Bread and Butterflies" series of 15 television programs on career development for 9- to 12-year olds sought to answer these questions: Was the program appealing to the students? Did the students comprehend the program? Were the educational objectives met by the television program alone? Were the educational objectives met by the television program plus the classroom activities? The series was proclaimed successful only if the goal was to provide an affective stimulus. No effect was observed on the achievement of specific and particular behaviorally-

defined educational objectives.

Friedlander, Bernard Z. *The Communicative Effectiveness of Television as a Teaching Medium in the Elementary School Classroom: A Program of Investigation.* West Hartford, Connecticut: Hartford University, Infant/Child Language Research Laboratory, March 1974. 10pp. ED 105 853.

A proposed research program would establish a standard method of evaluating the effectiveness of educational television programs for elementary school students. Because research shows that children's comprehension and cognitive assimilation of skills, facts, and ideas is a far more intricate and problematical process than has previously been supposed, and because of the extremely high costs of quality television production, it is important to have a standard method of evaluating the television curriculum.

Friedlander, Bernard Z., and Harriet S. Wetstone. *New England Instructional Television Research Center (NETREC).* West Hartford, Connecticut: Hartford University, July 1975. 36pp. ED 109 981.

The objectives, rationale, and program of NETREC are defined, along with methods of formative evaluation during production. Seven videotest research projects cover methods of evaluating communicative effectiveness of primary-grade educational television (ETV); methods for determining preschool children's comprehension of ETV programs; effects of format, soundtrack, and children's age on comprehension; appropriateness of age/grade designation; and evaluation of a bilingual program, "Mundo Real."

Katzman, Natan. *One Week of Public Television, April 1972. Number Seven.* Washington, D.C.: Corporation for Public Broadcasting, May 1973. 96pp. Available from Corporation for Public Broadcasting, Information Systems Office, 1111 Sixteenth Street, N.W., Washington, D.C. 20036. ED 078 691.

This report analyzes four types of programing: instructional programing, Children's Television Workshop productions, news and public affairs programing, and general audience programing. Data are presented concerning various characteristics of the broadcasters such as amount of time broadcasting, type of program presented, source of distribution of programing, budget size of broadcaster, region of the country, type of license, and size of population served. A summary shows that the Public Broadcasting Service's programs and locally produced programs increased in usage, that there was an increase in instructional programing, and that the quality of programing appeared to improve.

Krull, Robert, and others. *Program Entropy and Structure: Two Factors in Television Viewership.* Paper presented at the International Communication Association Meeting, New Orleans, Louisiana, April 17-20, 1974. 41pp. ED 097 741.

This study compared an information processing-based measure of television program form to a measure of form based on the perception of the organization of program production elements. Three hypotheses were set up to test the presumption that the two program measures are related to the same underlying dimension: show scores for entropy and structure were expected to be correlated, viewing and liking of both measures of program form was expected to be non-random in the same way, and differences in viewing and liking patterns were expected to be similar. The DYNUFAM scores for program form entropy and the structure measures of program organization were found to be correlated at a statistically significant

level, and it appears that two measures of program form are tapping the same underlying dimensions. One hypothesis failed to receive support: although liking of both measures of program form was expected to be non-random so that programs were tightly clustered, the data indicated that the opposite is true.

Lassa, Luis M. *Carrascolendas: A Formative Evaluation.* Los Angeles: University of California, March 1974. 203pp. ED 090 968.
A formative research project sought to test viewer reactions to two pilot programs of the "Carrascolendas" series. A total of 360 Puerto Rican-American, Cuban-American, Mexican-American, and Anglo-American children in grades 1, 2, and 3 were observed as they watched the programs. Results indicated that there was high eye contact during the presentation and that viewers frequently smiled and laughed. Posttests showed that, on the average, students comprehended and recalled two-thirds of the material.

MacDonald, Margery A. See CHILDREN AND TELEVISION.

Mielke, Keith W. *Decision-Oriented Research in School Television.* Bloomington, Indiana: Agency for Instructional Television, September 1973. 23pp. ED 082 536.
A review of the contributions of evaluation to school television and policy suggestions for evaluation programs are offered to help the Agency for Instructional Television (AIT) use evaluative research. Four categories of decision-oriented research are identified--background, formative, summative, and policy. Major recommendations include: (1) Each AIT activity should have a research and evaluation component; (2) AIT should focus upon decision-oriented and product-specific research and evaluation; and (3) Summative research, while necessary, is less important than formative research.

O'Bryan, K.G. *Monkey Bars Research Report. Report No. 46.* Toronto: Ontario Educational Communications Authority, Research and Planning Branch, 1974. 84pp. Available from Ontario Educational Communications Authority Publications, P.O. Box 19, Station R., Toronto, Ontario M46 323, Canada ($1.50). ED 098 974 (microfiche only).
A study of 64 Canadian 7-12-year olds and of adults who might influence their television viewing habits measured the receptivity and acceptability of "Monkey Bars," a children's television program created as an alternative for Saturday morning viewing. Results showed that younger children overall enjoyed the program, but were not able to grasp all its humor as older children could. Appendixes include the original observation sheets, questionnaires, and interview schedules.

Searcy, Ellen, and Judith E. Chapman. See CHILDREN AND TELEVISION.

Singer, Jerome L., and Dorothy G. Singer. See CHILDREN AND TELEVISION.

A Study of Messages Received by Children Who Viewed an Episode of "The Harlem Globetrotters Popcorn Machine." See CHILDREN AND TELEVISION.

Van Wart, Geraldine. *Evaluation of a Spanish/English Educational Television Series Within Region XIII. Final Report. Evaluation Component.* Austin, Texas: Education Service Center Region 13, June 1974. 234pp. ED 092 089.

This fourth year evaluation reports the effects and usage of "Carrascolendas," a children's television series in Spanish and English. Research conducted in Texas schools encompassed three phases: a field experiment to measure learning effects; attitudinal surveys among teachers, parents, and children; and a process evaluation of the Education Service Center Carrascolendas staff members. Viewers made a significant gain score increase in the Spanish areas of history, culture, and reading, and in the English areas of history, culture, and science. The content areas which had the least impact in Spanish and English were math and self-concept. Attitude items on which viewers made significant gains over nonviewers dealt with speaking Spanish and teacher approval of schoolwork.

SATELLITE AND CABLE SYSTEMS

Bramble, William J., and others. *Education on the Beam: A Progress Report on the Appalachian Education Satellite Project*. Lexington, Kentucky: Appalachian Education Satellite Project, April 1975. Based on a paper presented at the American Educational Research Association Meeting, Washington, D.C., April 1, 1975. 23pp. ED 108 660.

The Appalachian Regional Commission (ARC) saw the sixth Applied Technology Satellite (ATS-6) as a means of improving the quality of inservice teacher education by distributing high quality courses from a central source. Fifteen classroom sites were scattered from New York to Alabama. There were 4 major learning activities: (1) 30-minute, pretaped televised programs which included lectures, interviews, and demonstration teaching; (2) audio reviews of the pretaped television programs; (3) live seminars which allowed students to ask questions of their teachers and other experts; and (4) resource libraries at each site. This National Institute of Education-sponsored report includes one-page summaries on: evaluation strategies, how well did the equipment work, how well did the system for relaying seminar questions work, what were the participants like, how well did the participants like the different learning activities, how much did the participants learn, did the participants become convinced of the values of course concepts and procedures, are the teachers using the skills learned, and conclusions.

Carlson, Robert. *Possibilities and Limitation of Cable TV for Adult Education*. Paper presented at the Federal City College Conference on Cable TV, Washington, D.C., April 1974. 8pp. ED 096 392.

To the extent that educators, local governments, and the public can serve the interests of capitalism and the entrepreneur--and only to that extent--will educators, local governments, and the public have an opportunity for access to privately controlled cable TV. The author encourages educators, minority groups, municipalities, and other such public interests to struggle for control of cable systems.

Design for an Analysis and Assessment of the Education Satellite Communications Demonstration: Final Report. Washington, D.C.: Practical Concepts, Inc., May 1974. 433pp. ED 093 330.

A three-month evaluation design effort developed a strategy and implementation plan for a policy level evaluation of the Educational Satellite Communications Demonstration (ESCD). This report, sponsored by the National Institute of Education, covers: (1) development of the evaluation strategy and plan; (2) data collection and analysis; (3) measurement of the impact of satellite TV on the way educational institutions are perceived; (4) measurement of the impact of satellite TV on educational institutions and behavior toward them; and (5) calibration of use that is made of satellite TV.

Educational Uses of Cable Television. Washington, D.C.: Cable Television Information Center, 1974. 110pp. Available from Cable Television Information Center, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037. ED 097 878 (microfiche only).

The educational uses of cable television and the methods and problems of those uses are described in a state of the art review. Federal Communications Commission regulations and related franchise activity are described, and the methods of using the educational channel as open or closed circuit TV or pay TV are indicated for different types of students, the community, the school, and general information needs. The appendixes contain discussions of television markets, innovative educational uses of cable television, equipment, schools, and programs.

Forsythe, Charles, and Earl Cardellino. *Cable Television and Education: A Position Paper. Based On The Proceedings of the Pennsylvania Learning Resources Association Sponsored CATV and Education Conference, Seven Springs Mountain Resort, Champion, Pa., May 11-12, 1973.* Latrobe: Pennsylvania Learning Resources Association, January 1974. 12pp. Available from Pennsylvania Learning Resources Association, Mr. Charles G. Forsythe, Harvey House, 1525 Ligonier Street, Latrobe, Pennsylvania 15650. ED 088 468.

Cable television (CATV) has often been put to educational uses too quickly, too comprehensively, too superficially, and for the wrong reasons. In Pennsylvania, as in other states, there is a need for a systematic approach to coordinating CATV with other educational resources. The Pennsylvania Department of Education can promote more effective use of cable by: (1) identifying the educational needs which can be served by CATV; (2) maintaining current information on available cable facilities; (3) designing a plan to provide cable channels to education; (4) encouraging the development of educational programing; (5) providing evaluation services for cable-related activities; and (6) fostering research on new uses of CATV.

The Here, Now and Tomorrow of Cable Television in Education: A Planning Guide. Boston: Massachusetts Advisory Council on Education, September 1973. 75pp. ED 086 172.

In order for the potential of cable television to be applied for educational benefit, educators must effectively communicate their priorities and needs to both licensing authorities and cable companies. This guide familiarizes educators and school committees with their options and prepares them to take part in local franchise negotiations. Throughout all parts of the book, it is emphasized that a cable system should be designed and operated to fit the particular structure and needs of a local community.

Morris, Charles R., and others. See POLICY AND FUNDING.

Molenda, Michael. *Instructional Television in Higher Education.* Bloomington: Indiana University, January 1974. Paper presented at the Conference on Cable Television and the University, Dallas, Texas, January 29-31, 1974. 11pp. Available from Proceedings of the Conference on Cable Television, EDUCOM, P.O. Box 364, Princeton, New Jersey 08540 ($6.00). ED 093 387.

Research evidence indicates that at-home TV students tend to perform better than their on-campus counterparts and they frequently have a more favorable

attitude toward learning via the TV. Cable offers at least two unique technical capabilities: (1) multiple channels for simultaneous communications with multiple small audiences; and (2) two-way interaction between the teacher and the learner. In essence, educators must decide what they want cable to do for institutions.

Niemi, John A. *Possibilities and Limitations of Cable TV for Adult Education.* Paper presented at the Federal City College Conference on Cable TV, Washington, D.C., April 1974. 16pp. ED 096 394.

The paper investigates various organizational models of cable TV ownership and control, legislation in Canada and the United States regarding cable systems, and the potential of cable as an information network for adult education. Cable TV is a valuable resource for the adult educator, and, in an era when people feel alienated, provides an opportunity to focus on community issues and relate more personally with the viewer. Limitations regarding the use of cable TV for adult education include: (1) the problem of control, (2) lack of trained staff, (3) unimaginative programing, (4) lack of funds, (5) limited time available for citizen programing, (6) lack of audience involvement, and (7) lack of research.

Walkmeyer, John E., Jr., and others. *Market Scenarios and Alternative Administrative Frameworks for U.S. Educational Satellite Systems. Memorandum No. CG-75/2.* St. Louis, Missouri: Washington University, Center for Development Technology, April 1975. 170pp. ED 107 268.

Intended as a framework for analysis of the costs and benefits of developing an operational educational satellite system in the United States, this memorandum presents a series of scenarios of potential applications together with alternative organizational arrangements to support them. The number of satellite channels (25) and the number of ground terminals (up to 50,000-70,000) that might be required to serve various educational sectors are estimated.

TELEVISION EFFECTS, GENERAL

Atwood, L. Erwin, and Keith R. Sanders. *Perceived Dimensions of Political Campaign Communication.* Paper presented at the International Communication Association Meeting, New Orleans, Louisiana, April 17-20, 1974. 33pp. ED 098 643.

Advocates of the "new politics" have argued that television for political campaigning can be effectively used to encourage and enhance the probability of split ticket voting. Derivation and analysis of seven perceived dimensions of political campaign communication among registered voters finds television unrelated to voting behavior. The print media dimension and media believability discriminate among voter groups.

Cater, Douglass, and Stephen Strickland. *A First Hard Look at the Surgeon General's Report on Television and Violence.* Washington, D.C.: Academy for Educational Development, Inc.; Palo Alto, California: Aspen Institute for Humanistic Studies, Program on Communications and Society, March 1972. 12pp. ED 081 175.

In March 1972 the Aspen Program on Communications and Society convened a meeting of the Surgeon General, staff members connected with the Surgeon General's *Report on Television and Violence*, and social scientists to evaluate the *Report*, which had just been issued. This conference report summarizes the background of concern over violence on television, discusses the genesis and composition of the Advisory Committee which undertook the project, describes the research and the *Report*, treats its significance, and considers some approaches to public policy.

Danowski, James A. See PROGRAMING RESEARCH AND EVALUATION.

Kreimer, Osvaldo. *Open, Sesame: A Key to the Meaning of the Educational Broadcast Message.* Stanford, California: Stanford University, Institute for Communication Research, December 1974. 51pp. ED 102 964.

Research findings, theories, and examples of the effectiveness of radio and television programs are organized to create a guide for analyzing their educational messages. It is demonstrated that radio and television programs are composed of a set of messages made up of more than one level of language, such as verbal (words), paraverbal (pitch, intonation), and analogic (sounds analogous to real ones), and that these levels interact with each other to create a multidimensionality which not only gives meaning to the message but can also jeopardize or distort the expected results.

LeRoy, David J., and others. *Mediated Violence and Victim Consequences: A Behavioral Measure of Attention and Interest.* Tallahassee: Florida State University, Communication Research Center, July 1974. 18pp. ED 101 712.

Using a modified television set that required them to depress a foot pedal in order to view the material, 77 subjects watched a nonviolent segment of the film, "The Chase," and either a violent sequence with consequences to the victim or violence without consequences. Subjects were randomly assigned to each treatment on the basis of Buss-Durkee Aggression scores.

Allowed to choose to respond or not to respond to the material, 58 percent of the subjects chose not to attend at the rate necessary to continually view the program. No relationships were found between the subject's Buss-Durkee score and the subject's behavior elicited by the stimulus materials.

Starkey, John D., and Helen Lee Swinford. See CHILDREN AND TELEVISION.

TELEVISION FOR ADULT AUDIENCES

Blakely, R.J. *Use of Instructional Television in Adult Education: A Review of Some Recent Developments.* Syracuse, New York: ERIC Clearinghouse on Adult Education; Syracuse University, Publications Program in Continuing Education, January 1974. 32pp. Available from Publications in Continuing Education, Syracuse University, 224 Huntington Hall, Syracuse, New York 13210 ($1.50). ED 089 076.

This paper, concerned with criteria for using instructional television, calls attention to some developments that may not be familiar to adult educators. The author describes an evolving discipline divided on the meaning of "instructional technology" (gadgetry or systems approach?), and reviews the findings of research on instructional television as they apply to adult education. Several specific situations where ITV is used effectively are used as examples. The author concludes that "there is no point in trying to do what most instructional television programming for adults has tried to do," and he offers his own guidelines for adopting televised instruction.

Carlson, Robert A. *Educational Television in Its Cultural and Public Affairs Dimension: A Selected Literature Review of Public Television as an Issue in Adult Education. Occasional Papers Number 39.* Syracuse, New York: ERIC Clearinghouse on Adult Education; Syracuse University, Publications Program in Continuing Education, December 1973. 50pp. Available from Publications in Continuing Education, Syracuse University, 224 Huntington Hall, Syracuse, New York 13210 ($2.00). ED 086 890.

This booklet reflects the continuing controversy in the field of adult education over the place that adult educators should accord to noncommercial cultural-informational television (Public Television or PTV). Viewing some of the notions in adult education that discourage acceptance of PTV as a unique broadcast form of education, this study analyzes the concerns arising from these notions. Based on this analysis, "the review will argue that if the values of adult education were to achieve dominance in Public Television, independent-minded Americans would be much the worse off for such 'progress.'" More than half of the booklet is devoted to an annotated bibliography, which is divided into two parts: The Conflicting Hopes and The Reality.

Compensation for TV College Studio Teaching and Supporting TV Instruction, Appendix B.3. See POLICY AND FUNDING.

Lefranc, Robert. *The Combined Use of Radio and Television and Correspondence Courses in Higher Education. (European University and Post-University Distant Study Systems).* Strasbourg, France: Council for Cultural Cooperation, 1973. 58pp. Available from Council for Cultural Cooperation, Council of Europe, Strasbourg, France ($6.00). ED 093 247.

The original subject of this study was the combined use of radio/television with correspondence courses in higher education. It was been broadened to take in all multimedia distant study systems at the postsecondary level, in consequence of the general intrinsic development of these systems, in which radio/TV and correspondence courses are less and less frequently

the only media used. The analyses contained in this book concentrate on those systems already in operation or projected that have been studied by the Council of Europe.

Molenda, Michael. See SATELLITE AND CABLE SYSTEMS.

Perraton, Hilary, and others. *The International Extension College, 1972-1973. Second Annual Report.* Cambridge, England: International Extension College, 1973. 22pp. ED 093 302.

The purposes of the International Extension College are the facilitation of nonformal education in the Third World using three-way teaching--the integrated use of correspondence, broadcasting, and face-to-face tuition. The major project implementing these goals is the Mauritius College of the Air. Other smaller or less-developed projects in Botswana, Lesotho, Nigeria, other African countries, and Bangladesh are described, along with the activities of the home office in England to provide information, training, and research.

Report on the Stanford Instructional Television Network. Academic Years, 1969-70 Through 1972-73. Stanford, California: Stanford University, Stanford Instructional Television Network, February 1974. 8pp. ED 087 382.

The Stanford Instructional Television Network has completed four years of operation, broadcasting some 160 hours of live instruction per week over four Instructional Television Fixed Service channels. The Network was designed as an interactive system with a two-way FM audio link between the students in off-campus classrooms and the instructors at Stanford. The Network has experienced an excellent growth of membership, with 34 industry and four educational organizations affiliated. Originally the ratio was 85 percent credit-seeking to 15 percent non-credit students; now 28 percent of the students are seeking credit with 72 percent participating in the non-credit categories.

Zigerell, James J., and Hymen M. Chausow. *Chicago's TV College: A Fifth Report.* Chicago, Illinois: Chicago City Colleges, Learning Resources Laboratory, January 1974. 38pp. ED 089 806.

This is the final report to be issued with a 1956 grant to the City Colleges of Chicago for the development of instructional television. The 18 years of the TV College's operation are covered under the following topics: (1) Making the Walls Fall, (2) The Overall View, (3) Education Continuing--and Available, (4) Students and Teachers, (5) Getting Courses on Camera, (6) Extending the Classroom Even Further, and (7) A Final Word.

Laosa, Luis M. See PROGRAMING RESEARCH AND EVALUATION.

Van Wart, Geraldine. See PROGRAMING RESEARCH AND EVALUATION.

Williams, Frederick, and others. *Carrascolendas: National Evaluation of a Spanish/English Educational Television Series. Final Report.* Austin: University of Texas, Center for Communication Research, June 1973. 416pp. ED 078 679.

A field experiment, attitude surveys, and a process evaluation were conducted in order to evaluate the third year of "Carrascolendas," a kindergarten-second grade bilingual series carried nationwide on the Public Broadcasting Service. Test scores showed that material presented in Spanish had a significant impact on learning in history and culture. Attitudes of teachers, parents, and children toward the series were positive, and a growth of pride in Mexican culture was noted. The process evaluation found improvement in the management of the project, although insufficient dissemination of information about the series to potential viewers was regarded as a salient shortcoming.

Wolf, Judith G., and David Sylves. *Evaluation of a Bilingual Television Series Villa Alegre: Final Report.* Buffalo: State University of New York, Buffalo College at Buffalo, Educational Research and Development Complex, 1974. 65pp. ED 103 511.

This evaluation study determined students' and classroom personnel's reactions to "Villa Alegre"--a television series produced by Bilingual Children's Television, Inc.--in order to ascertain whether this series would be a worthwhile addition to bilingual classrooms. Some 135 students and 23 adults participated in two bilingual summer school projects. Responses from three surveys were extremely positive. On this basis, it would seem that the series would be a worthwhile addition to bilingual classrooms.

TELEVISION IN A FOREIGN SETTING

Educational Broadcasts of NHK. Special Issue of NHK Today and Tomorrow. Tokyo: Japan Broadcasting Company, March 1975. 35pp. ED 107 247.

A special issue of *NHK Today and Tomorrow*, published by Japan Broadcasting Company, describes open-circuit and classroom broadcasts. Policies of NHK are explained and standards are listed for educational programs in general, school programs, children's programs, and cultural programs. Programs of correspondence education for senior high school and for higher education are described. A full explanation is given of the social education programs, including foreign language lessons, vocational and technical lessons, programs related to agriculture, forestry and fisheries, programs for children, programs for women, programs for business management, science programs, and cultural programs. A brief history of NHK is appended.

The First ETV Project of Turkey. Eskisehir, Turkey: Eskisehir Academy of Economic and Commercial Sciences, 1974. 20pp. ED 090 991.

The success of a small-scale, closed circuit educational television project run at the Academy of Economic and Commercial Sciences in Eskisehir, Turkey has led to the expansion of the experiment. The expanded project will offer services to other academies, demonstrate the effective use of educational television, and serve as an integral part of Turkey's Third Five-Year Development Plan for education. Lectures will be broadcast to large and scattered groups of students, and videotapes will be prepared and exchanged with other institutions both in Turkey and throughout Europe.

Hawkridge, David G. *The Open University's Role in a Democracy.* Paper presented at the Leidse Onderwijsintellingen Jubilee Congress, The Hague, Netherlands, October 1973. 11pp. ED 083 830.

The steps which led to the establishment of the Open University in Great Britain and the intentions of its founders are described. Following this is an examination of the University's success in reaching its target student population. The third section of the paper provides an analysis of the instructional system of the University and the place of correspondence materials within that system.

Hornik, Robert C., and others. *Television and Educational Reform in El Salvador. Final Report.* Stanford, California: Stanford University, Institute for Communication Research, August 1973. 183pp. ED 084 810.

Stanford University's Institute for Communication Research was asked in 1968 to conduct an evaluation of a new instructional television (ITV) system in El Salvador. The first chapter identifies the context of the evaluations. The second chapter presents the results of four years of research on learning, while the third chapter presents a picture of student attitudes across the four years of research. Students' educational and occupational aspirations are summarized in the fourth chapter, and background information of the students, their schools, and their communities are presented in the fifth chapter. The next few chapters report studies of teacher attitudes and behavior, studies of the efficiency and cost of the system, and an administrative history of ITV. A final chapter discusses

alternative strategies for the use of instructional technology to expand educational opportunity.

Hornik, Robert C. See INFLUENCING SKILLS AND ATTITUDES.

Ingle, Henry T., and others. *Television and Educational Reform in El Salvador. Report on the Fourth Year of Research. Research Report Number Eleven.* Stanford, California: Stanford University, Institute for Communication Research, May 1973. 146pp. ED 077 219.

Studies of the instructional television (ITV) system of El Salvador and its educational reform program for 1972 are summarized. ITV moved into new facilities and the program was increasingly run by native personnel. General ability and reading scores increased, although there was little difference between television and non-television classes. Students were enthusiastic about ITV, but teacher enthusiasm waned somewhat after the initial uncritical acceptance.

Klees, Steven J. See INFLUENCING SKILLS AND ATTITUDES.

Mayo, Judith A. *Teacher Observation in Mexico.* Stanford, California: Stanford University, Institute for Communication Research, May 1973. 41pp. ED 077 220.

A comparative study was made of Mexican secondary teachers in the Telesecundaria (TS), which utilizes televised instructional programs, and in the Ensenanza Directa (ED), which does not. The following implications seemed warranted: (1) the educational level of the individual should be a criterion for selection as a teacher; (2) teachers should provide students with an introduction to televised instructional programs to encourage fuller participation; (3) teachers should spend more time in planning their classes; and (4) teacher training should prepare teachers to rely less on lecturing and more on activities which stress individualized learning, student participation, and group work.

Salomon, Gavriel. *Effects of Encouraging Israeli Mothers to Co-observe Sesame Street With Their Five-Year-Olds.* Jerusalem: Hebrew University of Jerusalem, September 1973. 24pp. ED 086 174.

Research examined the learning effects of encouraging Israeli mothers to co-observe "Sesame Street" with their five-year olds. A total of 93 kindergarten children, drawn about equally from lower and middle class families, was divided between mothers' encouraged and non-encouraged conditions. Encouraging mothers had a profound effect on the amount the lower socio-economic status (SES) children watched the show. This in turn had an effect on their learning.

Schramm, Wilbur. *Instructional Television in the Educational Reform of El Salvador. Information Bulletin Number Three.* Washington, D.C.: Academy for Educational Development, Information Center on Instructional Technology; Stanford, California: Stanford University, Institute for Communication Research, March 1973. 96pp. Available from Information Center on Instructional Technology, Academy for Educational Development, 1424 Sixteenth Street, N.W., Washington, D.C. 20036. ED 074 763.

In 1967, El Salvador initiated a comprehensive educational reform centering around the use of instructional television (ITV) in grades 7, 8, and 9. Other aspects of the reform included extensive teacher retraining, curriculum

revision, and extensive building of new schoolrooms, among other things. Classes with all aspects of the reform (including ITV) evidenced only slightly higher learning gains than did classes with all aspects of the reform except ITV. Thus the role of ITV in improving achievement is inconclusive.

Schramm, Wilbur. *ITV in American Samoa--After Nine Years*. Stanford, California: Stanford University, Institute for Communication Research, March 1973. 63pp. ED 077 189.

This is the first report on the instructional television (ITV) project in American Samoa based on any considerable amount of hard data. Experimental evidence shows that the longer pupils in any given grade had been exposed to television, the better their English performance. Attitudes toward instruction by television decline sharply in the upper grades and high school, and between elementary and high school teachers. It is possible that after teaching standards rise (in part because of ITV itself), students and teachers become impatient with the mass and central control of the broadcasts.

OTHER

Basic Statistics on Instructional Television and Other Technologies; Public Schools, Spring 1970. Washington, D.C.: National Center for Educational Statistics (DHEW/OE), February 1973. 5pp. ED 084 776.

Information is presented for all public schools, by elementary and secondary levels. Statistics indicate that 75% of all schools have TV, 26% have VTRs, 22% have both, and 21% have neither VTRs nor TV. Other significant findings include the facts that 82% of all pupils are in schools with TV, that more than 70% of the schools with TV use educational television, and that the median number of TV sets per school is two.

Borton, Terry, and others. *Dual Audio Television: The First Public Broadcast.* Philadelphia, Pennsylvania: Philadelphia School District, Office of Curriculum and Instruction, 1974. 19pp. ED 094 753.

A study was conducted in conjunction with the first public announced broadcast of dual audio television--a new method of combining simultaneous radio instruction and commercial entertainment TV. The results indicated that dual audio could attract 24% of the target age range children watching the TV show, that it was practical as far as the TV station and parents were concerned, and that there was a positive correlation between number of days listened and test scores. These results, confirming data collected in a number of previous studies, indicate that dual audio is now sufficiently developed so that its effectiveness as a mass medium should be tested over a full broadcast season.

Bretz, Rudy, and others. *Models of Television-Based Educational Programs: A Draft Report. A Working Note.* Santa Monica, California: Rand Corporation, August 1971. 87pp. ED 088 488.

The study examined the developmental steps which preceded the production of "Sesame Street" by Children's Television Workshop of the Chicago TV College, of Telekolleg of Germany, and of the "Advocates." The aim was to identify developmental models to be used in connection with the creation of a new career education program aimed at women in the home and sponsored by the United States Office of Education. If a program can be based upon an existing organization, if it requires neither extensive research nor complex programing, and if objectives, target audience, and methods are known in advance, then an effective television-based educational program can be developed in a short time.

Chapman, Dave, and Frank Carioti. *Design for ETV: Planning for Schools with Television. Revised.* Chicago, Illinois: Chapman Design, Inc.; New York: Educational Facilities Laboratories, Inc., 1968. 97pp. Available from Educational Facilities Laboratories, Inc., 477 Madison Avenue, New York, New York 10022 ($2.00). ED 072 518.

The study results reflect seven years' review by a design team experienced with educational and instructional television as developed by teachers and administrators from "scratch" and of the requirements and use of television in school situations. The report offers verbal and visual comments, recommendations, and suggestions as guides for those involved in school planning and school space design. Listings of representative references and a glossary of ETV terms conclude the report.

Educational Media and Technology: Publications from ERIC at Stanford 1967-1973. An ERIC Bibliography. Stanford, California: Stanford University, ERIC Clearinghouse on Information Resources, August 1974. 17pp. ED 093 350.
All 59 documents published by the Educational Resources Information Center on Educational Media and Technology (ERIC/EM) are abstracted in this document.

Guide Book 1975; Television Instruction. Bloomington, Indiana: Agency for Instructional Television, 1975. 38pp. ED 098 997.
The videotape courses available through the Agency for Instructional Television (AIT) are listed. Courses fall into three broad categories: primary through senior high, post-secondary, and teacher inservice. The policies, procedures, and prices for use of videotape courses are provided. As an aid to the potential user of instructional television materials, professionally-oriented publications and films distributed by AIT are listed. The document also contains historical notes on the development of AIT and its predecessor organization, National Instructional Television, together with a list of the current AIT professional staff and board of directors.

Kreimer, Osvaldo. See TELEVISION EFFECTS, GENERAL.

Low, D. Stewart. *The Instructional Development Factory.* Provo, Utah: Brigham Young University, Institute for Computer Uses in Education, February 1973. Paper presented at the American Educational Research Association Meeting, New Orleans, Louisiana, February 25-March 1, 1973. 39pp. ED 074 749.
The large-scale development of Time-Shared, Interactive, Computer-Controlled, Information Television (TICCIT) at Brigham Young University is described. The project incorporated a combination of computer terminals and television consoles that were able to provide the learner with a complete instructional system. This paper discusses the relationships between the general elements of the system: design, training, courseware, and management. The system is unique because it incorporates industrial techniques into a large instructional system.

1975 Recorded Visual Instruction. Lincoln: University of Nebraska, Great Plains National Instructional Television Library, 1975. 197pp. ED 100 323.
The 1975 catalog lists recorded visual materials available through the Great Plains National (GPN) Instructional Television Library in Lincoln, Nebraska. Series and materials descriptions are provided together with the following indexes: (1) elementary, by subject matter; (2) 4-H series; (3) elementary, by grade level; (4) junior high, secondary, and adult; (5) utilization and inservice; (6) college; and (7) special products. General information on usage policies, prices, previewing, and the GPN staff is also included.

Park, Ben. *An Introduction to Telemedicine; Interactive Television for Delivery of Health Services.* New York: New York University, N.Y. Alternate Media Center, June 1974. 265pp. ED 110 028.
This paper explores the technical, psychological, and cultural aspects of telemedicine--the use of two-way or interactive television to conduct transactions in the field of health care. Pioneer systems providing communication between central facilities and remote locations are described, along with 20 ongoing and proposed projects. The paper examines the method's capabilities in aiding general diagnosis, cardiology, dermatology, radiology, psychiatry, mental retardation, and speech therapy.

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